An appropriate leadership model for the banking industry

by

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ABSTRACT

This study aims to measure the managerial skills of managers working in the banking industry. To do so, the newly developed managerial skills measuring instrument of Thekiso (2011) was used by to determine skills for managerial competence in the banking industry. The seven managerial skills that are covered in the questionnaire are: *Self awareness skills; Self directed career planning; Integrative skills; Planning and controlling skills; Organizing skills; Leading skills;* and *Managing change skills*.

Even though some skills may appear on a less frequent basis, six of the seven skills were rated to be of a high importance, with their means ranging between 4.008 and 4.480 on the 5-point Likert scale. Training in the form of mentoring and stewardship programs, to transfer knowledge and introduce existing relationships to up and coming leaders, would be of great value for companies in the banking industry to foster these seven managerial competency skills. By implementing training and mentoring programs on a much broader scale, organisations can train and use their leaders' abilities to gain competitive advantage in the market.

Key words: managerial skills; banking industry; self awareness; self directed career planning; integrative skills; planning and controlling skills; organizing skills; leading skills; managing change skills.

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CHAPTER 1

NATURE AND SCOPE OF THE STUDY

1.1   INTRODUCTION

Over the past decade active senior leaders in organisations have been ageing to retirement. In addition, a new younger manager surfaced with a whole new outlook and approach to business management. Traditionally older managers and leaders developed their managerial and leadership skills through the university of life, learning these skills by means of experience and not necessarily by formal tertiary education. Young leaders and managers, however, are less experienced and well educated, seeking formal business degrees like the Masters in Business Administration and others to gain managerial and leading skills.

According to Thekiso (2011:1) the demand for the development of managers in both the public sector and private sectors in Europe, the USA, the East and also in Africa, and particularly in South Africa, are increasing. Thekiso further states that this increase in demand for management and leadership development, are a result of globalisation, liberalisation of trade, spread of education and the democratisation of governments.

It is also important to take note of the trend that most of the active senior leaders were born between 1946 and 1964, and are now nearing retirement (O'Bannon, 2001:95). In the USA alone, there were an estimated number of 78,310,361 senior workforce members, in 2000 (U.S. Census Bureau, 2006:6). In a more recent estimate, there were 77,980,296 individuals left in the senior workforce (U.S. Census Bureau, 2006:6). For the years between 1946 and 1964, the largest number of babies were born between 1951 and 1959 (Investment Co. Institute, 2000:8), consisting out of almost half of the entire senior workforce in organisations. These individuals are aged between 52 and 60, and most of them

are either considering retirement or have already retired. Given the chosen study interval of 1946 to 1964, active senior leaders are currently aged between 47 and 65, where the Income Tax Act defines normal retirement age as 55 (Harris, 2011:30). With this in mind we anticipate mass numbers of active senior leaders to exit the workforce in the next decade to pursue retirement.

The younger workforce, that followed the seniors, was born between 1961 and 1981 (O'Bannon, 2001:95). This means members of this younger workforce are between the ages of 30 and 50. They are almost half the size in numbers, compared to the senior workforce, with an estimated 46 million individuals entering the marketplace in the past few years (Gale Group, 2004). This mid-aged workforce is a very sceptical group, that you have to approach straight and get to the point, avoid being hypocritical, make effort to communicate with them in technological ways, seeing that they are very tech-savvy and you have to start with the desired result when handing out work, giving them the freedom to figure out a solution to the problem at hand (Anon., 2004a:7). They love taking on increasing responsibility, seeing it as an opportunity to prove themselves to their authorities (Martin, 2005:42).

Contrasting this, due to different views about this workforce, there are some misconceptions about them as a whole. Minerd (1999:6) states that common misconceptions include that they "are disloyal", "arrogant", "have short attention spans", "not willing to pay dues" and "cannot stand deferred gratification". Raines (2000) (in Anon., 2004a:7) states that younger workers and leaders are known for having a sceptical outlook over life, not being committed in relationships, have an individualistic perspective, is not impressed by authority and have a balanced work ethic.

These misconceptions can be overcome by an employer, as Minerd (1999:6) also states, through supplying constant feedback to satisfy the urge for learning and taking on responsibility, insure that young leaders acquire skills that make them marketable through creative challenges, make training independent for young workers so that training can be completed in their own time, mostly quicker than

expected, and help your staff accomplish and be aware of daily targets and goals, whereby keeping them motivated to get the job done.

The youngest current workforce is people born between 1982 and 1995 (Anon., 2009a:9). People in this workforce group are all under the age of 30 and they are even bigger than the senior workforce, consisting of almost 100 million people (Houlihan, 2008:9). They are much more diverse than previous workforce groups, causing them to be independent, strong-willed and wanting to figure out a solution for a problem in their own way, but still desiring guidance from their senior leaders (Martin, 2005:40). Also, an entrepreneurial spirit is present in them, which brings forth young leaders' inventiveness, curiosity and extreme creativity. Consequently young leaders won't settle for any one solution until all avenues are explored (Martin, 2005:42).

1.2   PROBLEM STATEMENT

With enormous amounts of seasoned senior leaders retiring, there is huge shortage in adequate replacements for leadership positions coming from the younger workforce as discussed in Section 1.1. Dohm (2000) states that "the effects on the overall economy and on certain occupations and industries will be substantial, creating a need for younger workers to fill the vacated jobs, many of which require relatively high levels of skill." This vacates leadership positions with a shortage in expertise, skills and leadership qualities that haven't been developed yet. Accordingly, younger managers and leaders will occupy leadership positions in the workforce where they won't have adequate skills to lead a group to acceptable successes and results.

Consequently, even the eldest members from this youngest workforce may not have the necessary experience to lead groups effectively (Houlihan, 2008:9), thus to determine the importance of specific skills for managerial competence under young leaders is an important undertaking. In addition, it is also important to

educate the upcoming leaders the "correct" skills, but then the immediate question arising is, which leadership skills are the "correct" ones?

1.3   OBJECTIVES OF THE STUDY

The primary objectives of this study are to analyse the leadership skills for managerial competence in the banking industry.

This is addressed by the following secondary objectives:

- Measuring the leadership skills in the banking industry;
- Determine the importance of each of the leadership skills; and
- To present recommendations in the development of leadership skills for the industry in order to improve managerial competence.

1.4   RESEARCH METHODOLOGY

The quantitative research method was used, as this enables a researcher to describe, forecast and control certain appearances of data, with the main goal of answering questions about the characteristics among variables that are measured. Leedy & Ormrod (in Wanjau, 2008:27) states that this method of research is also known as the "traditional, experimental, or positivist approach".

This study is focused on the banking industry of South Africa and specifically on the four leading bank groups, namely ABSA, Standard Bank, First National Bank (FNB) and Nedbank. The population for this study are all managers under the age of 50 in the banking industry and a sample has been drawn from this collection of managerial staff.

The "*Research Questionnaire to Determine Skills for Managerial Competence*" was administered to this sample of managers in the four banking groups mentioned above and they were required to complete the questionnaire accordingly.

The research question was measured as representing the following 7 Skill Themes as dimensions of the "Research Questionnaire to Determine Skills for Managerial Competence" (Theskiso, 2011):

1. Self awareness skills
2. Self directed career planning
3. Integrative skills
4. Planning and controlling skills
5. Organizing skills
6. Leading skills
7. Managing change skills

1.5   LAYOUT OF THE STUDY

Chapter 1 consists of a brief introduction and the objective of this study. It further follows with the problem statement and research question and also discusses the methodology used to complete the research.

Chapter 2 reviews existing literature on numerous layouts of the different workforce age groups, as well as the concept of leadership and leadership skills. It lays out the theoretical foundation of the research, which leaded to the research topic.

Chapter 3 elicits the research methodology that was undertaken and also presents the results that was obtained in the research.

Chapter 4 reflects on conclusions and recommendations of the study, as well as assess areas for future research.

1.6   SUMMARY

Older leaders in the business world are entering mass retirement, thus leaving numerous management and leadership positions unfilled. Together with the

shortage in numbers from younger managers and leaders and the lack of skills under these young leaders, a leadership model needs to be formulated and tested to determine which leadership skills are most important for managerial competence.

In the next chapter, namely Chapter 2, a literature review is provided on different workforce groups as well as up and coming leaders' characteristics and work ethic. Further literature is discussed on the topic of leadership and the skills leaders will need to be successful.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides the literature review of the study. The chapter starts with an overview of the young leader, before providing a literature foundation of the seven leadership skills for managerial competence as identified by Thekiso (2011). These seven skills form the basis of the study, and the empirical research will measure these skills in the banking industry.

2.2 YOUNG LEADERS

The needs of younger staff are very different compared to the needs of an older workforce nearing retirement. Two technological tools that companies will have to start using much more frequently in the future, will have to be the internet and social media sites, to recruit the tech-savvy younger workforce (Granros & Rousseau, 2008:50). But this will also force conservative organisations to realign their way of operation, because younger leaders use technology very efficiently, learns quickly and they desire flexible schedules at work. Mobile technologies enable them to do business anytime, anywhere. This makes the young managers and leaders one of the most efficient and high-performing workforces in history. Together with being able to do business around the clock, training is a huge frustration for younger leaders that can adapt and learn very quickly. Businesses should invest in online training, which new staff members could use at their own time and pace (Granros & Rousseau, 2008:50).

One initiative that was started in New York was to introduce bills like granting graduate students tax reductions and another to provide loans, grants and

incentives for studies pursued in the fields of math, science and technology. This is to assist in motivating graduate students to reside locally within New York City, to speed up the development of a new, younger workforce and to insure that adequate skills are developed for the future (Barclay, 2007:23).

Members of the younger workforce had to learn different ways of coping with problems than the age group before them. They grew up experiencing a lot of change in their lives, including parents getting divorced, losing their jobs due to corporate restructuring, growing up very poor and not having a strong job market to go into (Reisenwitz & Iyer, 2009:92). These changes affected both workforce groups and this is one reason why both groups are treated the same way, most of the time, by senior leaders before them.

Many people feel that these younger workforce groups are similar in their approach to life and work, but yet there have been identified huge differences. Some characteristics that put the youngest workforce group apart are being "less cynical, more optimistic, more idealistic, more inclined to value tradition" (Reisenwitz & Iyer, 2009:91) and this makes them unique in a way that they might clash with the senior workforce before them (Reisenwitz & Iyer, 2009:92). Because of this we can't motivate the different groups to work together by using one style to manage all of them.

The two younger workforces do much more volunteer work than when their older counterparts, the seniors, were the same age. (Reisenwitz & Iyer, 2009:93) These younger workforces even see it as part of the balance between work and life, and want their employers to support them in this initiative of volunteerism.

In a snapshot from a recent survey of the two younger workforces, taken from Money Management (Anon., 2004b:2) and done under respondents aged 18 to 45, it's indicated that 70% of respondents believe that they will only start to save money for retirement in the future, with a further 73% also believing that saving for a comfortable retirement will be hard. Also, respondents stated that only 12% of them have zero debt.

The young workforce is fond of technology and prefers doing business using e-mail and web services. Thus they are one of the fundamental groups that have brought the Internet into the mainstream. Together with being technologically savvy, they are also the group that has received the best education of all workforce groups ever (Reisenwitz & Iyer, 2009:92). They focus on reaching goals in the work environment, developing personal skills and regards working with people from different cultural backgrounds as valuable (Reisenwitz & Iyer, 2009:94). This means that workers from this young group love fast changing environments, which are not boring or monotonous and provide opportunities and challenges where they can contribute to the mission of their company.

Regarding risk, the young workforce has an avoiding attitude, with a smaller capacity for risk. Contrasting this is the fact that they change jobs more regularly than seniors before them, which put them in a high-risk placement for their futures, because they don't stay in a job long enough to draw the benefits from the investment funds that their employer offers at that stage (Reisenwitz & Iyer, 2009:95). They tend to have little loyalty towards any specific company, because they believe that organisations don't offer a lot of security for their employees (Reisenwitz & Iyer, 2009:94). This result in employees moving to new jobs every few years and not staying with a company for 30 or 40 years like their senior counterparts did.

The youngest workforce was the first group to grow up with technology and cell phones from their childhood (Reisenwitz & Iyer, 2009:93). This makes them more comfortable with technology and enables them to find solutions quicker, to be more efficient by completing simultaneous tasks at once and to accelerate training by combining tools. Young leaders born in this time, between 1963 and 1981, are almost 20% of the total workforce just in the USA and managers are engaged and occupied by Human Resource management activities for 68% of their time, to recruit new staff (Jurkiewicz, 2000:55). Together with this, young leaders regard certain values high, such as teamwork, learning opportunities, having freedom in

their careers, being entrepreneurial in spirit, getting timely report about progress and receiving performance enumerations (Jurkiewicz, 2000:57).

Workforce members from this young group are "more flexible, have a more positive attitude, are ready to work as part of a team, and can multitask." (Reisenwitz & Iyer, 2009:94) This makes them very valuable to add to a team of professionals. Contrasting this is the fact that they are much less loyal towards an organization than the senior workforce groups before them, because if they can't balance the work / life relationship at one organization, they'll move on to the next one (Reisenwitz & Iyer, 2009:94).

A model that is broadly accepted to explain the organizational environment, is the systems theory (Mumford et al., 2000:13) that defines an organization as an accumulation of a number of subsystems that function together to reach specific goals and deliver products and services to customers. To win over young leaders in this organizational environment, older leaders should be willing to spend face-to-face time with young leaders, help them join forces with senior leaders and older leaders should strive to coach young leaders, not order them around (Coley, 2009:20). A leader has to balance their responsibilities to take into account how to best solve challenges, keeping in mind the organization's vision to compliment and further organizational goals (Mumford et al., 2000:15).

The gap between older and younger leaders is getting bigger, with leaders nearing retirement growing in thousands daily and young leaders entering the marketplace at a rapid rate, growing the workforce from the bottom of the scale (Tulgan in Anon., 2004c:35). The difficult part of being a leader is dealing with problems that don't just have one solution, as the problem mentioned above. Problems in leadership environments first have to be examined to determine the root cause of the problem, before action can be taken to deploy a solution (Mumford et al., 2000:14).

2.3 LEADERSHIP

2.3.1 Introduction

Leadership is defined as a person's ability to influence their subordinates by actions that shape them and develop them to be better workers (Mumford et al., 2000:12). One way of training leaders for the future is to use your most effective leaders in the company to drive and take ownership of the training and learning process, but this requires a fair amount of your time and personal commitment (Herzog, 2008:10).

It is becoming extremely difficult and expensive to hire new leaders into organisations, because of the shortage in numbers. Together with the fact that organisations are smaller, this leaves them in a place where they have fewer replacements readily at hand, it makes it more difficult to respond to new market opportunities or to respond to threats from competitors. It also limits the way in which effective change can be brought about in the business and makes it more difficult to handle growing complexities in the business world (Herzog, 2008:9).

Leadership cannot only be defined as a set of actions and behaviours, but a leader must attain the capabilities, knowledge and skills that is necessary to make adequate and effective leadership possible. As a leader, with the ability to influence people following them, influence must also happen at specific times, determined places and in an appropriate way to reach specified goals (Mumford et al., 2000:12).

Seeing that a company or group of people that are being led presents much more intricate challenges, an ever-changing environment and disputes between different types of people and races, leadership problems are more difficult to handle and solve than everyday problems (Mumford et al., 2000:13). What makes it more complex to identify specific problems in leadership areas is that there are unending supplies of information available and not all information is relevant to the challenges at hand.

Leaders must be quick-thinking, able to deploy solutions in a limited time, contain numerous challenges that expand on a daily basis and deploy solutions that have been combined from different theories and solutions. (Mumford et al., 2000:14) This is due to the fact that one solution must sometimes solve a collection of problems and interact between multiple variables that have an effect on the outcome of such solutions and their implementation.

2.3.2   Leadership skills

Technical skills and experience alone has never been adequate to foster long-term growth in a professional position and these skills and experience on its own, will not enhance and expand a person's growth in a professional position. If any person wants to foster long-term growth and master different arenas in a professional state, they will have to excel in the areas of leadership and communication (Maturo, 2007:1). Bolton (1991), Ernest (1996) and Rohs (1999) (all in Solansky, 2010:675) confirms this, stating "researchers argue that leadership performance can be enhanced through formal leadership programs"

2.3.2.1   Self-awareness skills

Daniel Coleman has written extensively about emotional intelligence, highlighting four abilities that leaders should have, namely "self-awareness, social awareness, self-management and social skills" (Ruderman et al., 2001:4), which influence how a person handles them self, help them establish and manage relationships with other people around them and give someone the ability to out-perform even intellectually smarter people than themselves. Yet, as a leader, they "are also members of the groups they lead" (Hollander, 1964 in Giessner & Van Knippenberg, 2008:15). Hogg (2001) (in Giessner & Van Knippenberg, 2008:15) states that a leader's abilities, characteristics and skills play a critical role in the process of a leader being accepted. Thus, a leader needs to be aware of their own

strengths, weaknesses and areas for development to lead a group effectively to incur a positive attitude from their team(s).

2.3.2.2 Self-directed career planning

In the modern business world, small changes in the nature of work can effect an individual's job description or career in an enormous way. (Greenhaus et al., 2000 in Park, 2009:636) Also, not many resources are intended and directed towards the personal development of leadership and communicational skills amongst individual managers and leaders, this is why it is important for individuals to draw up plans on how to invest in themselves by placing their leadership development in context of certain career goals (Maturo, 2007:1). Contrasting this is the fact that Lips-Wiesma and Hall (2007) (in Park, 2009:639) have found that companies have started taking responsibility for numerous aspects, namely "developing capacity and employability, strategic and structural integration, cultural integration, diversity management and communication".

Thus, personal development through planning goals can be enhanced and strengthened by employees through putting what they have learned into practice and experimenting with it, to not stop once they have started picking up the pace, to search for and discover valuable sources for tools that can be used for development, but also to continue investing in other individuals around them, as other leaders have invested in the individual themselves (Maturo, 2007:2). Major and quick changes have happened in the business environment, because of profound happenings in the world in the past few decades (Cascio, 2000 in Park, 2009:636) and employees will have to be dedicated to develop and implement plans of action to survive the fast-paced modern business world.

2.3.2.3   Integrative skills

In a study done by Cacioppe & Albrecht (2000:397) there were some skills that were indicated as important for managers or leaders to lead their teams effectively. Amongst these skills were to strengthen relationships with customers, staying in contact and communicating with other business divisions in the company, to ever enhance or improve, have a strong commitment towards clients and to guarantee that company policies and procedures are followed accordingly. One of the most important skills of a leader is the capability to realize the importance of certain challenges, to understand them and to keep the solutions under constant surveillance to improve on implemented solutions (Mumford et al., 2000:19). A leader also needs the ability to be creative about solutions to combine real-world challenges with theoretical solutions and thus have greater perspective about how solutions can be implemented.

Cederblom and Paulsen (1997) (in Winston & Patterson, 2006:17) eluded on communication skills by saying that "the ability to build an argument using systematic methods as well as the ability to interpret an argument and recognize how the argument was built is a key factor in superior communication". To help a leader comprehend challenges in a better way and make exceptionally good decisions, Schein (1992) (in Winston & Patterson, 2006:17) states that a leader needs to display fundamental levels of "perceptions and insight into the realities of the world". Integrative leadership tasks and behaviours should for one be focused on the achievement of "building trust and mutual understanding and negotiating joint goals" (Huxham & Vangen, 2000 in Silvia & Mcguire, 2010:266). In a study done by Feyerherm (1994) (in Silvia & Mcguire, 2010:266) on two cases of integrating decision-making groups, behaviours like "joining disparate persons through bridging, informing and communicating, and offering support by acknowledging another person" were identified to improve and support integrative skills such as valuing diversity and growing an ability for interpersonal communication.

2.3.2.4   Planning and controlling skills

To have capable leadership in an organization, it needs to have two properties, namely "focus of attention" and "direction of action" (Cacioppe & Albrecht, 2000:394). This consists of focusing on either the property of the team as one, or that the team forms part of a bigger organization. Action is described as directing resources to complete projects, achieve results or building and strengthening relationships. Mumford et al. (2007:156) states that for a leader to be successful and accomplish the tasks, goals and visions, there should be a combination of four skill requirements. These are "Cognitive Skill Requirements", "Interpersonal Skill Requirements", "Business Skill Requirements" and "Strategic Skills Requirements". Also, leadership skills can be divided into two dimensions, namely consideration and initiating structures Fleishman (1953) (in Silvia & Mcguire, 2010:265), where consideration evaluates the accessibility of a leader, if they pay attention to their subordinates and implement their suggested ideas and initiating structures include the ability of a leader to plan and control standards, driving performance and productivity and to assign work (Rainey (2003) in Silvia & Mcguire, 2010:265). Terry (1993) and Moxley (2000) (in Winston & Patterson, 2006:15) affirmed that the responsibility of a leader is to "call forth authentic action by followers and to determine strategies that followers can execute in order to achieve the organization's vision." Puccio et al. (2007) (in Fisscher, 2008:88) states that creativity is one of the key skills a leader could possess and that creative problem-solving skills could enhance leadership success and effectiveness.

In order to plan effectively and adequately for circumstances, a leader needs to have a complete understanding of what resources will be needed to achieve the desired goal (Reidenbach, 2008:8). To improve planning and control of work in any organization, as well as draw out the best from subordinates, leaders can draw in talented people and invest in their abilities to expand it, formulate challenges, establish accountability, encourage discussions in decisions that have to be made and expect freedom of creative thinking in the organization (Anon., 2010:5).

2.3.2.5   Organizing skills

A leader must have the ability to stay objective from a situation, must be committed to the culture of the organization and understand how the culture and systems work, realize how a solution will or won't fit in the organization and must be able to stay objective and pass fair judgment in situations. (Mumford et al., 2000:19) The ability to constantly monitor solutions and to have perspective to combine it with real-world challenges, is often combined under the common theme of wisdom, which is defined as in WD (2009) as having "knowledge, and the capacity to make due use of it" and having "knowledge of the best ends and the best means" or to have "discernment and judgment" and "discretion". Knowledge isn't merely the acquiring of information, but rather the combination of important facts and key information of topics in certain areas of implementation (Mumford et al., 2000:20) to help a leader apply best practices in organizing, managing and leading a team and directing work. Evidently, the evaluation of a team and how they perform "influences followers' leadership perceptions" (Lord et al., 1978 in Giessner & Van Knippenberg, 2008:15) and can influence the leader in a positive or negative way.

2.3.2.6   Leading skills

Organizational regulations and stakeholders are sometimes regarded as groups that put limitations or the formulation of viable solutions. Because leaders also have to formulate solutions that were designed on a broader scale, taking into consideration suggestions from important groups, like stakeholders, inside an organization. (Mumford et al., 2000:15) There are four procedural categories which leadership can be divided into, which describes the role of management and the need of leading people in an organization by different skills, as discussed above. "Transformational / visionary leadership", "Strategic goal management", "Task / performance management" and "People leadership" (Cacioppe & Albrecht, 2000:394-395) describe four categories that enclose a leader's main skills and capabilities to lead a team and organization effectively.

In a survey done by Swenson (1980) (in Remland,1981:17) it was found that face-to-face contact with subordinates is regarded as the most important skill a leader could have in terms of communication skills. A combination of good communication skills and the ability to defend a standpoint of view are usually good indicators of an emerging leader. (Roby, 2009:609) With this in mind, being regarded as a successful leader and to perform under pressure is a combination of determining goals, identifying possible solutions to be performed and then guiding followers and colleagues through solutions to reach predetermined goals (Mumford et al., 2000:13). Lord et al. (1978) (in Giessner & Van Knippenberg, 2008:14) states that all failures to reach goals and targets are most of the time attributed to leaders; this highlights the above statement that communication skills are crucial for a leader to be successful. Training in leadership development can bring forth "enhanced leadership skills, increased confidence, broadened perspectives, and increased communication skills", as stated by Kincaid & Knop (1992) (in Solansky, 2010:675).

2.3.2.7   Managing change skills

According to Contino (2004:53) the abilities and skills that are most important to contribute to a leader's success can be collaborated into four groups, consisting of "organizational management skills", "communication skills", "data/operations analysis and strategic planning skills" and "creation/visionary skills". These include managing time, work, information, improvements and resources, communicating to staff the mission, vision and goals of an organization and to assist and mentor staff to determine personal career goals that fit into the goals of the organization. It also involves managing change on a regular basis, adjusting and aligning efforts by reducing errors and improving operations. In order to lead a team from their current state through a period of change, the leader needs to cast a vision about the future (Bell, 1997 in Winston & Patterson, 2006:15), a vision contrasting the current state to inspire positive emotions and reactions from followers and to

motivate followers to work hard to achieve those results. Kotter (1990) (in Winston & Patterson, 2006:15) supported this by saying "that a role of the leader is to communicate new directions to the followers."

Tichy and Devanna (1990) (in Winston & Patterson, 2006:15) stated that "effective leaders must see themselves as change agents". Acquiring skills to manage change can able a company to bring forth accelerated change into the organization together with profitable outcomes for the organization as a whole (Anon., 2007:26). Bradford and Cohen (1984) (in Levasseur, 2004:147) writes about the concept of transformational leadership to handle change, working with a three-step process, namely to create a unified vision of the coming future, take responsibility with their subordinates to achieve this vision and to maximize individual workers' abilities to the levels of expertise. This should be a priority for any organization, seeing that McManus and Wood-Harper (2007) (in Levasseur, 2010) found that 65 percent of project failures are due to the account of "management casual failures" or people problems.

2.4   SUMMARY

To nurture current customer relationships and to transfer the necessary skills and knowledge to new or young staff, adequate mentoring programs should be developed and implemented in the business. This could involve pairing seasoned leaders with young and upcoming staff, so that the young staff can learn from seasoned leaders in an organization, as well as grow into customer relationships that will be part of the key to success in the company's future (Granros & Rousseau, 2008:48).

Advice to younger managers and leaders from a young middle manager leader is to stay open minded, not to worry too much, to enjoy the stage of life you're in by not growing up too quickly and to stay in touch with what you are doing now by enjoying it and not to worry too much about the future (Robbins, 2008:20).

CHAPTER 3:

RESEARCH METHODOLOGY AND RESULTS

3.1   INTRODUCTION

In a case where a researcher needs to look for specific characteristics, we use the quantitative research method, because this enables a researcher to describe, forecast and control certain appearances of data, with the main goal of answering questions about the characteristics among variables that are measured. Leedy & Ormrod (in Wanjau, 2008:27) states that this method of research is also known as the "traditional, experimental, or positivist approach".

3.2   RESEARCH METHODOLOGY

This study is focused on the banking industry of South Africa and specifically on the four leading bank groups, namely ABSA, Standard Bank, First National Bank (FNB) and Nedbank. Thekiso (2011) developed a questionnaire testing for managerial competence. Permission was obtained from Thekiso to use the questionnaire that he developed to test leadership skills and managerial competence and the importance thereof in the banking industry.

A sample is a smaller group of study subjects that is part of a larger group, called the population, which comprise of all entities we are interested in for this study. Diamantopoulos & Schelgelmilch (in Wanjau, 2008:27) describes this as the total "collection of individuals, objects or events about which we want to make inferences".

The population for this study are all managers under the age of 50 in the banking industry and a sample has been drawn from this collection of managerial staff. The "Research Questionnaire to Determine Skills for Managerial Competence" (see Appendix 1) was distributed to this sample of managers in the four banking groups mentioned above and they were required to complete the questionnaire digitally via an anonymous internet link.

Utilising a questionnaire has numerous advantages, as stated by Burns (in Wanjau, 2008:29):

- Higher reliability is obtained through standardisation by sending out the an exact duplicate of questions to all respondents. This is a static instrument, which reflects exactly the same for each respondent.

- It is cost reducing compared to face-to-face interviews, especially when samples in the population are dispersed over large geographical areas.

- Questionnaires are confidential and thus ensure more truthful responses in most cases.

- Reduced capture errors are achieved by recording responses.

- Face-to-face interview can bring forth shyness and fear. This was avoided.

- Research requirements are easy to understand and questions and instructions are clearly and simply stated on the questionnaire.

- Respondents have adequate time to complete questionnaires at their own pace, with enough time.

- Logistical problems of scheduling interview times and availability were overcome.

Burns (in Wanjau, 2008:30) also states the disadvantages of utilizing a questionnaire as:

- Reason's for answering a questionnaire is unknown.
- Questionnaires are limited and structured, thus providing no free expression of opinions.
- Not all questionnaires are responded on and non-respondents can have totally different views compared to respondents', causing the probability of biased sampling.
- Response rates are usually lower, compared to when using face-to-face interviews.

Because questionnaires were distributed to managers from the Head offices of the four bank groups and the Bank groups' main activity for business in South Africa runs from the Head offices, we can conclude that this sample will be descriptive for the population in a whole. From the questionnaires that were distributed digitally, there were 68 responses captured.

The "Research Questionnaire to Determine Skills for Managerial Competence" consist of 70 questions compiled in English, describing 7 skills, identified by Thekiso (2011) from his study, that are important for managerial staff. A 5-point Likert scale is used in the questionnaire, with the anchors: 1 = Totally Disagree, 2 = Partially Disagree, 3 = Do Not Know, 4 = Partially Agree, 5 = Totally Agree. The 7 managerial skills are described by 7 subsets of 10 questions, each describing different scenarios about the managerial skills.

The 7 managerial skill themes, that is covered in the questionnaire, are:
- Self awareness skills
- Self directed career planning
- Integrative skills
- Planning and controlling skills

- Organizing skills

- Leading skills

- Managing change skills

3.3   SAMPLE DEMOGRAPHIC PROFILE

The demographic profile of the respondents is shown below.

TABLE 3.1: RESPONDENTS' SEX

#	Answer		Response	%
1	Male		50	68%
2	Female		24	32%
	Total		74	100%

From the 74 respondents, 50 (68%) are male and 24 (32%) are female. Four did not indicate their gender.

TABLE 3.2: RESPONDENTS' HOME LANGUAGE

#	Answer		Response	%
1	Afrikaans		57	77%
2	English		17	23%
3	Tswana		0	0%
4	Zulu		0	0%
5	Other:		0	0%
	Total		74	100%
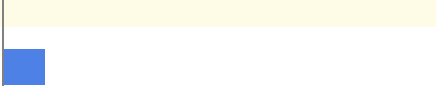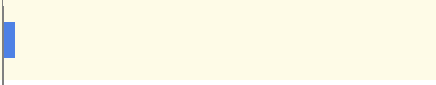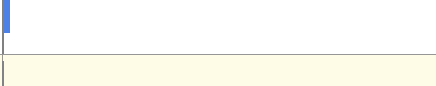
A total of 57 respondents (77%) speak Afrikaans as home language, with 17 respondents (23%) speaking English as home language.

TABLE 3.3: RESPONDENTS' AGE

#	Answer		Response	%
1	Under 26		7	9%
2	26-30		28	38%
3	31-35		13	18%
4	36-40		7	9%
5	41-45		6	8%
6	Over 45		13	18%
	Total		74	100%

The biggest interval of managers from the drawn sample lies between the ages of 26-30, which comprise 38% of respondents. Two age intervals (31-35 & Over 45) had the second most respondents with 18%, showing that more than half of the respondents are between the ages of 26 to 35 (56%) and a small fraction of leaders from the sample lies in the top part (Over 45) of senior leaders in the banking industry.

TABLE 3.4:   RESPONDENTS' HIGHEST QUALIFICATION

#	Answer		Response	%
1	Diploma or equivalent		32	43%
2	B. Degree or equivalent		14	19%
3	Honours Degree or Post graduate diploma		18	24%
4	Masters Degree		7	9%
5	MBA Degree		2	3%
6	Doctoral Degree		1	1%
	Total		74	100%

The highest qualification most leaders had was a diploma or equivalent to that, with 32 respondents (43%), followed by the second most of 18 respondents (24%) having an Honours Degree or Post graduate degree diploma.   14 respondents (19%) had a B. degree or equivalent, with 7 respondents having a Masters Degree. 2 leaders (3%) had MBA degrees and 1 respondent (1%) having a Doctoral degree.

TABLE 3.5: RESPONDENTS' WORKING EXPERIENCE

#	Answer		Response	%
1	Less than 1 year		0	0%
2	Between 1 year and 2 years		2	3%
3	Between 2 years and 3 years		7	9%
4	Between 3 years and 5 years		10	14%
5	Between 5 years and 10 years		17	23%
6	Over 10 years		38	51%
	Total		74	100%

2 respondents (3%) had between 1 and 2 years working experience, 7 (9%) between 2 and 3 years and 10 (14%) between 3 and 5 years working experience. The largest portion (74%) of the given sample leaders had more than 5 years working experience, with 17 (23%) between 5 and 10 years, and 38 (51%) over 10 years of working experience.

TABLE 3.6: RESPONDENTS MANAGING PEOPLE

#	Answer		Response	%
1	Yes		61	82%
2	No		13	18%
	Total		74	100%

From the 74 respondents, 61 (82%) are managerial leader staff that manage people, with 13 respondents (18%) are managerial leaders that don't manage people directly.

TABLE 3.7: RESPONDENTS' LONGEST PERIOD OF MANAGING PEOPLE

#	Answer		Response	%
1	Less than 1 year		6	10%
2	Between 1 year and 2 years		13	21%
3	Between 2 years and 3 years		5	8%
4	Between 3 years and 5 years		13	21%
5	Between 5 years and 10 years		10	16%
6	Over 10 years		16	25%
	Total		63	100%

From the 63 respondents, 16 (25%) of them have been managing people for more than 10 years. The second most (21%) had been managing people between 1 and 2 years, as well as between 3 and 5 years.   10 respondents (16%) have been managing people between 5 and 10 years, 6 respondents (10%) less than 1 year and 5 (8%) between 2 and 3 years.

TABLE 3.8:   RESPONDENTS' BIGGEST TEAM OF PEOPLE EVER MANAGED

#	Answer		Response	%
1	Between 1 - 5		12	20%
2	Between 6 - 10		11	18%
3	Between 11 - 15		9	15%
4	Between 16 - 25		4	7%
5	Between 26 - 35		7	11%
6	More than 36		18	30%
	Total		61	100%

Some 4 respondents (7%) have managed a team comprising of between 16-25 people, with 7 (11%) managing teams comprising between 26-35 people and 9 (15%) managing teams comprising between 11-15 people. The biggest portion of respondents (38%) have managed teams comprising of 1 – 10 people, with 12 respondents (20%) managing teams of 1-5 people and 11 respondents (18%) managing people between 6 – 10 people.

TABLE 3.9: RESPONDENTS' BIGGEST TEAM OF PEOPLE OF DIRECT REPORTS

#	Answer		Response	%
1	Between 1 - 5		20	33%
2	Between 6 - 10		22	36%
3	Between 11 - 15		10	16%
4	Between 16 - 25		3	5%
5	Between 26 - 35		2	3%
6	More than 36		4	7%
	Total		61	100%

A dominant part of 42 respondents (69%) have managed 1 – 10 people that directly report to them, with 52 respondents (85%) managing direct reports of 1 – 15 people. From these, 22 respondents (36%) manage directs reports between 6 – 10 people, 20 (33%) between 1 – 5 people and 10 (16%) between 11 – 15 people. 4 respondents (7%) managed a team of direct reports comprising of more than 36 people, 3 respondents (5%) managed teams of 16 – 25 people and 2 respondents (3%) managing teams of direct reports comprising between 26 – 35 people.

3.4   LEADERSHIP SKILLS

3.4.1   Descriptive statistics

The descriptive statistics relating to each skill, as shown in the managerial skills model (refer back to Figure 6.1) are presented in the tables that follow. Each table shows the number of data entries (N), the mean, and the standard deviation of each statement that measures the specific managerial skills.

3.4.1.1   Self awareness skills (SA)

The descriptive statistic results for self awareness skills are shown in the table below.

TABLE 3.10:   DESCRIPTIVE STATISTICS OF SELF AWARENESS SKILLS (SA)

Items	N	Mean	Std Deviation
SA 1	68	4.68	.84
SA 2	68	4.63	.57
SA 5	64	4.44	.64
SA 6	64	4.38	.77
SA 8	63	4.22	.94
SA 10	62	4.08	1.03
SA 7	63	3.98	0.96
SA 3	68	3.76	1.02
SA 9	62	3.60	1.15
SA 4	64	3.59	1.19
Grand Mean		**4.136**	

Table 3.1 indicates that six of the items were regarded by respondents as highly important, with a rating of above 4, on the Likert scale. The other items (SA 3), (SA 4), (SA 7) and (SA 9) were rated above 3 on the Likert scale. The grand mean for self awareness skills is 4.136.

3.4.1.2 Self directed career planning skills (SP)

The table below shows the descriptive statistic results for self directed career planning skills.

TABLE 3.11: DESCRIPTIVE STATISTICS OF SELF DIRECTED CAREER PLANNING SKILLS (SP)

Items	N	Mean	Std Deviation
SP 5	64	4.80	.41
SP 1	68	4.74	.61
SP 10	62	4.71	.46
SP 8	63	4.54	.80
SP 9	62	4.39	.84
SP 4	64	4.33	.67
SP 3	68	4.09	.96
SP 6	64	4.08	1.06
SP 2	68	3.99	.97
SP 7	63	3.68	1.10
Grand Mean		**4.335**	

From the table above, it is clear that respondents regarded eight items as highly important with a rating of above 4 on the Likert-scale rating; only two questions (SP2) & (SP7), had a mean Likert scale rating just below the highly important score of the scale, namely 4. Scores of 3 and higher are regarded to be important as it exceeds the midpoint, while scores below 3 would be of lower importance. The

grand mean (the mean value of the eight items) for self directed career planning skills is 4.335.

3.4.1.3   General interactive skills (IS)

The results pertaining to general interactive skills are shown in the table below.

TABLE 3.12:   DESCRIPTIVE STATISTICS OF GENERAL INTERACTIVE SKILLS (IS)

Items	N	Mean	Std Deviation
IS 1	68	4.87	.54
IS 8	63	4.84	.41
IS 10	62	4.77	.42
IS 5	64	4.67	.51
IS 3	68	4.57	.72
IS 2	68	4.35	.81
IS 4	64	4.33	.91
IS 9	62	4.24	.88
IS 6	64	1.81	1.23
IS 7	63	1.63	1.07
Grand Mean		**4.008**	

It is clear from the table that the respondents regarded almost all of the items to be highly important (ranking above 4 on the Likert scale). Items IS 6 and IS 7 score low on the scale (below 2) which signifies a level of non importance. These questions deal with ethical issues such as *accepting gifts from clients* and *making personal calls on company expenses*. It is clear from the results that the respondents condone such unethical managerial behaviour. The grand mean shows a value of 4.008.

3.4.1.4 Planning and controlling skills (PC)

The results for the descriptive statistics of planning and controlling skills are shown in the table below.

TABLE 3.13: DESCRIPTIVE STATISTICS OF PLANNING AND CONTROLLING SKILLS (PC)

Items	N	Mean	Std Deviation
PC 3	68	4.88	.32
PC 2	68	4.79	.41
PC 4	64	4.73	.45
PC 5	64	4.69	.59
PC 10	62	4.63	.61
PC 1	68	4.63	.64
PC 6	64	4.50	.62
PC 7	63	4.24	1.10
PC 8	63	3.7	1.17
PC 9	62	3.6	1.25
Grand Mean		**4.439**	

The table above indicates that respondents regard eight items posed as highly important. This is indicated by the rating of above 4 on the Likert scale on eight items. Only PC 8 and PC 9, score below 4, but are still important because they score above the average of 3. The grand mean for this skill is 4.439.

3.4.1.5 Organising skills (OS)

The table below depicts the results of the descriptive statistics of organising skills.

TABLE 3.14: DESCRIPTIVE STATISTICS OF ORGANISING SKILLS (OS)

Items	N	Mean	Std Deviation
OS 3	68	4.68	.53
OS 4	64	4.66	.51
OS 9	62	4.58	.59
OS 5	64	4.52	.59
OS 8	63	4.48	.67
OS 7	63	4.48	.69
OS 1	68	4.43	.65
OS 10	62	4.39	.86
OS 2	68	4.38	.81
OS 6	64	4.20	.78
Grand Mean		**4.48**	

Respondents regarded all 10 items posed for organising skills as highly important in that all items were rated to be important as it scores above 4 on the Likert scale. This skill has a grand mean of 4.48.

3.4.1.6 Leading skills (LS)

Below is the table that shows the results of the descriptive statistics of leading skills.

TABLE 3.15:   DESCRIPTIVE STATISTIC OF LEADING SKILLS (LS)

Items	N	Mean	Std Deviation
LS 4	64	4.83	.42
LS 2	68	4.79	.51
LS 5	64	4.66	.54
LS 7	63	4.65	.48
LS 3	68	4.63	.57
LS 10	62	4.24	1.00
LS 8	63	4.13	1.11
LS 9	62	3.98	1.09
LS 6	64	3.98	1.15
LS 1	68	3.74	1.15
Grand Mean		**4.363**	

All the seven items score above 4 on the Likert scale. This indicates that the respondents regarded all the seven items as highly important except for items LS 1, LS 6 and LS 9 which rated just below 4 on the Likert scale. These items are still of importance as it scored above 3. The grand mean for leading skills is 4.363.

3.4.1.7   Managing change skills (MC)

The results of the descriptive statistics for managing change skills are shown below.

TABLE 3.16:   DESCRIPTIVE STATISTICS OF MANAGING CHANGE SKILLS (MC)

Items	N	Mean	Std Deviation
MC 4	64	4.36	.90
MC 2	68	4.29	.86
MC 7	63	4.02	1.13
MC 5	64	3.69	1.30
MC 6	64	3.52	1.35
MC 8	63	3.46	1.27
MC 3	68	3.18	1.26
MC 10	62	3.15	1.37
MC 1	68	2.90	1.39
MC 9	62	2.76	1.40
Grand Mean		**3.533**	

Table 3.7 indicates that three items were ranked as highly important with a rating of above 4, five of the items were rated as important with a rating of above 3 and only two items were rated as not so important with a rating of just below 3. The grand mean of managing change skills is 3.533.

3.4.1.8   Grand means of all the skills

The figure below indicates the grand means of all the seven skills identified.

FIGURE 3.1:   GRAND MEAN OF ALL SKILLS
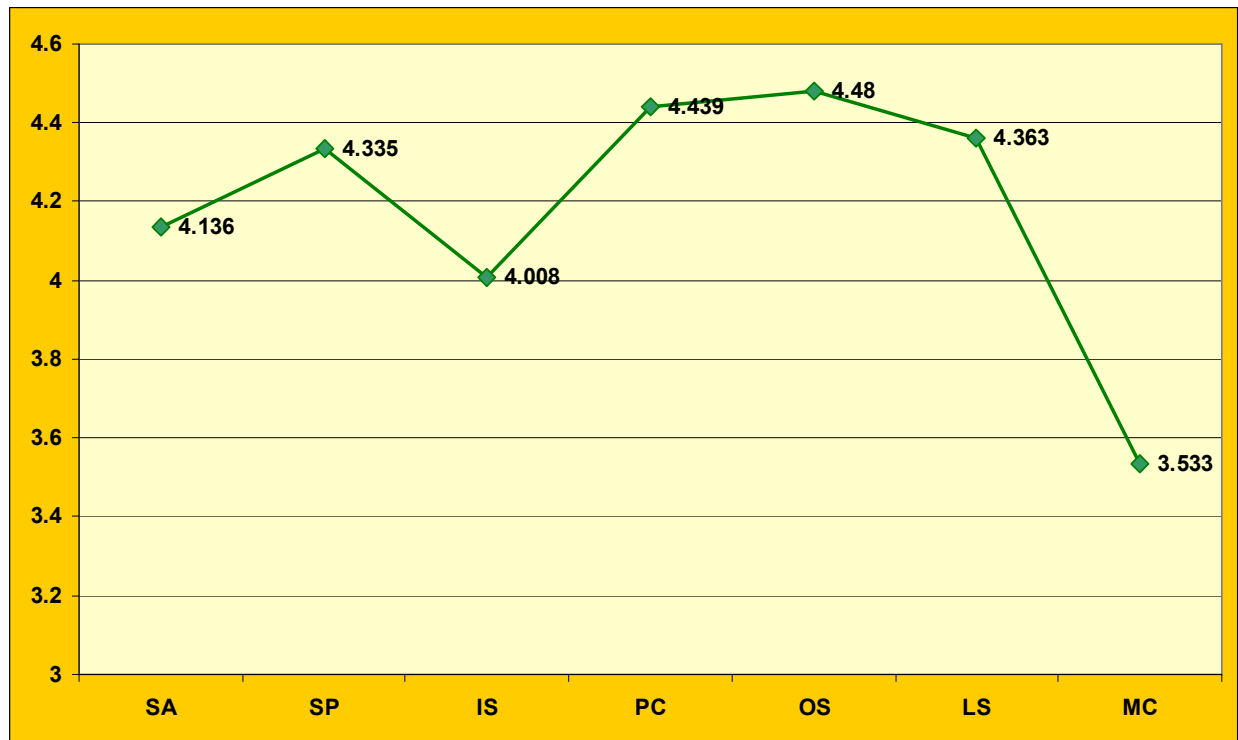
Figure 3.2 indicates that all skills are rated as very important by the respondents in that all except one skill rated above 4 on the 5-point Likert scale. The skill that scored below 4, but above 3, is *Managing Change* (MC). From the results it can be concluded that all seven the managerial skills sets were regarded by respondents as highly important, but with managing change as the least important skill.

3.4.2 Reliability

The reliability of each of the managerial skills was determined by calculating the reliability coefficient Cronbach alpha. As mentioned, 0.70 or higher indicates the desired level of reliability set in this study, while 0.60 is regarded to be the lower limit of acceptable reliability (Cortina, in Field, 2007:668). Field reports that Cortina found in his research that the lower level of reliability acceptable when ratio scales (such as a Likert scale) are used. The reliability coefficients appear in Table 3.8.

TABLE 3.17:   RELIABILITY OF MANAGERIAL SKILL SETS

MANAGERIAL SKILL	CHRONBACH ALPHA
Self awareness skills (SA)	**0.642**
Self directed career planning (SP)	**0.626**
General interactive skills (IS)	0.396
Planning and controlling skills (PC)	0.525
Organising skills (OS)	**0.751**
Leading skills (LS)	0.556
Managing change skills (MC)	0.529

From the table it is clear that some of the skills did not return satisfactory reliability coefficients (above the lower 0.60 level of reliability). This indicates that these skills should be regarded as lower order reliable skills (Field, 2007:668). However, in defence of the lower Cronbach alpha coefficients, Cortina (1993) (in Field, 2007:668) states that even a reliability coefficient of 0.28 can be regarded as significant, especially if reverse scores (negative scores) are present within the factor (Field, 2007:669).

Regarding the interpretation of Alpha coefficients, it is important to note that a low Alpha coefficient simply indicates that the skill is less likely to present itself if the study is to be repeated when subjected in a different application setting. It does not disqualify a skill from the present study, nor does it have any bearing on the

importance of that skill for the particular study. A low Alpha coefficient, however, does heed a warning that other research projects may not encounter this specific skill again. Therefore, the reliability of these skills (see the table) should be interpreted bearing this limitation in mind.

3.4.3 Ranking of managerial skills

The respondents ranked the seven leadership skills according to its perceived importance. The skills are ranked in a descending order of importance in table 3.9.

TABLE 3.18: ORDER OF IMPORTANCE OF LEADERSHIP SKILLS

MANAGERIAL SKILL	MEAN
Organising skills (OS)	4.480
Planning and controlling skills (PC)	4.439
Leading skills (LS)	4.363
Self directed career planning (SP)	4.335
Self awareness skills (SA)	4.136
General interactive skills (IS)	4.008
Managing change skills (MC)	3.533

As also shown in figure 3.1, all the leadership skills are regarded to be very important (scoring a mean above 4, while the skill to manage change is slightly lower at 3.

3.5   SUMMARY

To conclude and summarize the results discussed above, a conceptual framework of leadership skills is presented in Figure 3.2.

FIGURE 3.2:   MODEL FOR MANAGERIAL COMPETENCE IN BANKING
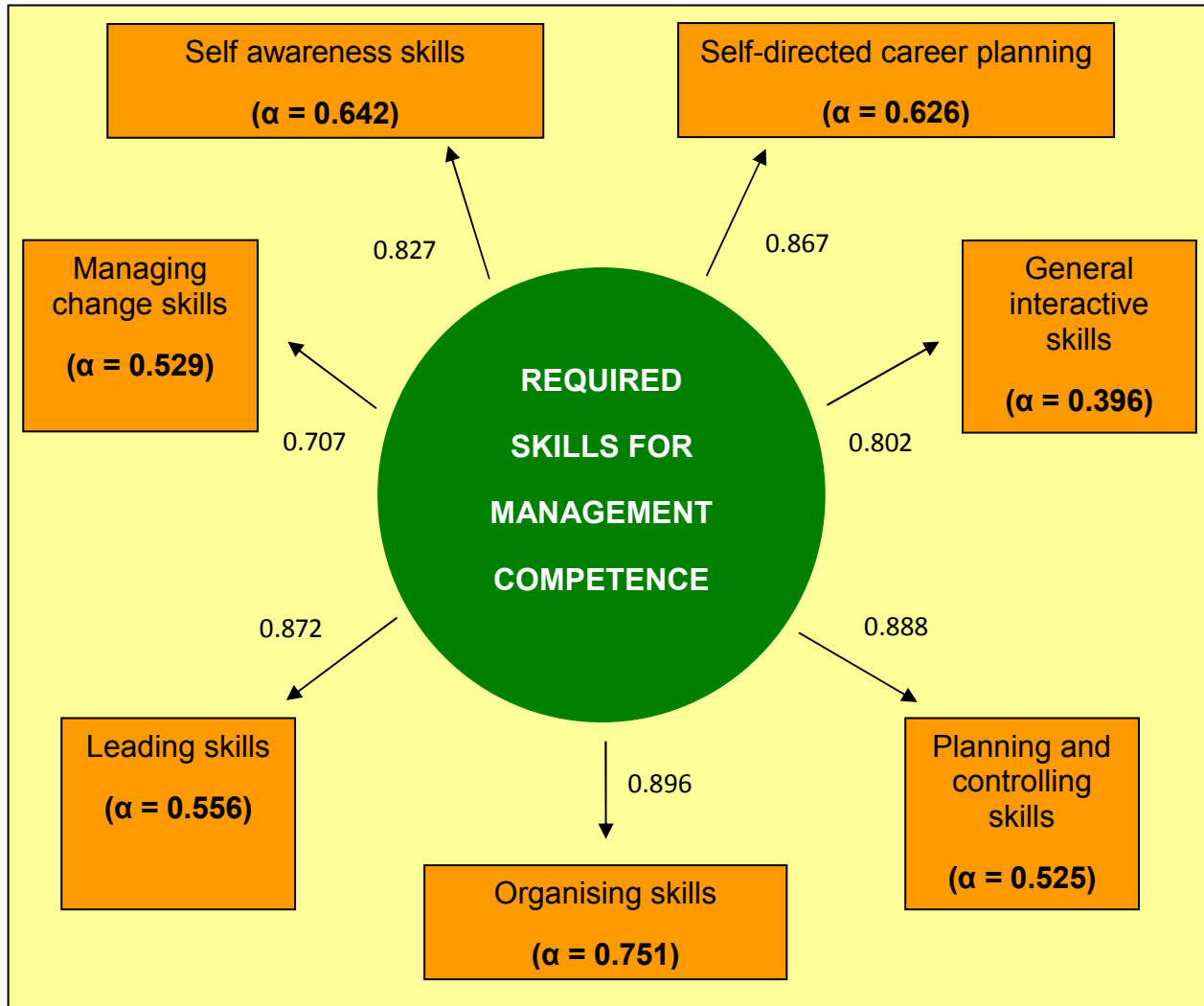
The values pertaining to the importance of the skills in the figure, represent the mean scores of each skill in a decimal format. This was done by using the grand mean values of each skill, and then dividing it by the maximum value of the questionnaire (5). Using Organizing Skills as an example which has a Grand Mean

value of 4.480; then divided 4.480 by 5 which equals 0.896 (as indicated in Figure 3.2). These values indicate the importance of each managerial skill in Figure 3.2.

Furthermore the Cronbach alpha coefficients are displayed in brackets within each skill block and indicate the reliability of that specific skill, as discussed under section 3.4.2.

The next chapter is the final chapter of the study. It draws conclusions from the empirical research, and offers some recommendations before offering some visions on possible future research on leadership skills and managerial competence.

CHAPTER 4:

CONCLUSIONS AND RECOMMENDATIONS

4.1   INTRODUCTION

Organisations need talented young leaders to join their ranks if they want to keep growing into the future. Three areas a company, and specifically Human Resources should focus on, are "recruiting and development of employees", "communication, motivation and control of human resources" and "development and empowerment of employees" (Peters, 2005:578). Martin (2005:43) suggests 6 ways to build and maintain healthy relationships with the young leaders in an organization:

- Give daily or weekly constructive feedback. This helps staff to know where they can improve today.

- Let them know the work they have done is good. This motivates and inspires them to continually improve on previous projects and deliver better results.

- Make them realize they are part of a team and colleagues with you and one another. This opens the channel to them being able to ask questions, when need be, on a regular basis.

- Be adaptable in dealing out work, timetables and assignments. Many of today's young leaders are still studying and appreciate a balance when it comes to different responsibilities.

- They feel more comfortable with informal settings, so take time to get to know them, having lunch, drinks or socializing.

- Leaders value learning on a daily basis. Establish yourself as a teacher in their careers, helping them grow and gather experience in their job.

4.2   CONCLUSIONS AND RECOMMENDATIONS

Drawing findings from the descriptive statistics analysis (see Table 3.1 to 3.9) it is evident that all 7 characteristics are important for a leader to be successful and to have managerial competence to lead groups of subordinates. Although, taking the reliability (see Table 3.8) of the descriptive statistics into account, measured by the Cronbach Alpha (α), four of the characteristics would appear on a less frequent base in studies.   These four characteristics are General interactive skills (α = 0.396), Planning and controlling skills (α = 0.525), Managing change skills (α = 0.529) and Leading skills (α = 0.556).   Thus, concluding from these findings, we find that the three characteristics that would appear most in studies regarding leadership skills are Organising skills (α = 0.751), Self awareness skills (α = 0.642), and Self directed career planning (α = 0.626).

Even though some skills may appear on a less frequent basis, 6 of the 7 skills were rated with high importance, with Grand Means ranging between 4.008 and 4.480. Only one skill had a Grand Mean below 4, which is Managing change skills with a Grand Mean of 3.533. Still a mean above 3 rates a skill as important. The same results can be seen from the decimal presentations found in Figure 3.2, with all but one of the values being over 0.8.

Training in the form of mentoring and stewardship programs, to transfer knowledge and introduce existing relationships to up and coming leaders, would be of great value for companies in the Banking Industry. These programs would insure that a huge percentage of experience and knowledge wouldn't go lost when leaders retire from their positions.   Such leadership training courses are already available in university and business school curriculums, but needs to be implemented on a much broader scale into corporations.

Leadership is the tipping point in any organization and companies leverage leadership to achieve organizational targets and goals. By implementing training

and mentoring programs on a much broader scale, organisations can use their leaders' abilities to gain competitive advantage in the market.

4.3   AREAS FOR FUTURE RESEARCH

Empirical research about the effect that retirement will have on the job market and the consequent shortage of experienced leadership has been scarce in South Africa and especially in the banking industry. It is therefore recommended that further research be carried out because of the limited scope of the study which only focussed on a group of manager-leaders in the banking industry.

4.4   SUMMARY

Leadership is the steering arm of an organization, determining the direction an organization goes in. For Leadership to be capable, competent and effective, mentoring and training has to take place from within an organization that want to progress and grow competitively, to carry over the necessary skills and experience from retiring leaders.

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RESEARCH QUESTIONNAIRE TO DETERMINE SKILLS FOR MANAGERIAL COMPETENCE

Section A: **Demographics**

1	**Sex**	Male	Female

2	**Home language**	Afrikaans	English	Tswana	Zulu	Other:

3	**Age between**	< 26	26 - 30	31 - 35	36 - 40	41 - 45	45 +

4	**Highest qualification currently**	Diploma or equivalent	B. Degree or equivalent	Honours Degree or Post graduate diploma	Masters Degree	MBA Degree	Doctoral Degree

5	**Working experience**	< 1 Year	Between 1 year and 2 years	Between 2 years and 3 years	Between 3 years and 5 years	Between 5 year and 10 years	Over 10 years

6	**Do you manage people?**	Yes	No

7	**If YES, please answer questions 7.1 to 7.3**	**else proceed to next Section**

7.1.	How long have you being managing people?	< 1 Year	Between 1 year and 2 years	Between 2 years and 3 years	Between 3 years and 5 years	Between 5 year and 10 years	Over 10 years

7.2.	The biggest team you ever managed comprised how many people?	Between 1- 5	Between 6 - 10	Between 11- 15	Between 16 - 25	Between 26 - 35	Between 36 +

7.3.	The biggest team of direct reports *(people directly reporting to you)* you ever managed comprised how many people?	Between 1- 5	Between 6 - 10	Between 11- 15	Between 16 - 25	Between 26 - 35	Between 36 +

Section B – choose your response based on the following scale

1 = Totally Disagree	**2 = Partially Disagree**	**3 = Do Not Know**
4 = Partially Agree	**5 = Totally Agree**	

CIRCLE your response as per the scale above

Totally   **Totally**

Disagree   **Agree**

SA 1	It is important for me to try very hard to improve on my past performance at work.	1	2	3	4	5
SP 1	It is important for me to know how to manage my career.	1	2	3	4	5
IS 1	It is important to acknowledge that communication is a glue that holds an organization together.	1	2	3	4	5
PC 1	I believe it is important that a manager agree plans and goals with his/her subordinates.	1	2	3	4	5
OS 1	I believe that work designing is very much a job of a manager, and it is important that I be trained on how to go about designing work.	1	2	3	4	5
LS 1	I think it is important for managers to focus their attention on irregularities, mistakes, exceptions, and deviations from what is expected of their subordinates.	1	2	3	4	5
MC 1	I believe that an expert who does not come up with a definite answer probably doesn't know too much.	1	2	3	4	5
SA 2	It is important for me to know how I am progressing as I complete tasks at work.	1	2	3	4	5
SP 2	In planning my career, it is important that I make a mission statement that expresses my philosophy and central values.	1	2	3	4	5
IS 2	It is important to get over stage fright and gain self confidence by learning and doing presentations in the classroom.	1	2	3	4	5
PC 2	I believe it is important that plans and goals be re negotiated and agreed upon based on the changes in the business environment.	1	2	3	4	5
OS 2	It is important for me to be skilled on how to conduct organizational diagnoses.	1	2	3	4	5
LS 2	I think it is important that managers serve as role models for their subordinates.	1	2	3	4	5
MC 2	I believe that there is really no such a thing as a problem that can't be solved.	1	2	3	4	5

		1	2	3	4	5
SA 3	It is important to talk to those around me about non work matters.	1	2	3	4	5
SP 3	In planning my career, it is important that I establish and visualize my goals beginning with the end.	1	2	3	4	5
IS 3	It is important for managers to understand that it is difficult for some employees to put in overtime hours without substantial notice, to work weekends, to be gone overnight on business, or to accept a transfer to a new location.	1	2	3	4	5
PC 3	It is important that goals agreed upon be reasonable, achievable and measurable.	1	2	3	4	5
OC 3	It is important for me to know how to conduct employee selection.	1	2	3	4	5
LS 3	It is important that managers be trusted to help their subordinates overcome any obstacles.	1	2	3	4	5
MC 3	I believe that, people who fit their lives into a schedule, probably miss most of the joy of living.	1	2	3	4	5
SA 4	It is important for me to be able to read people's true emotions correctly through their eyes.	1	2	3	4	5
SP 4	In planning my career, it is important that I be aware of the career stages that I have got to go through.	1	2	3	4	5
IS 4	It is important to understand that physical barriers such as narrow doorways or stairs can be troublesome for some employees.	1	2	3	4	5
PC 4	It is important that agreed goals be evaluated to ensure that goals are being accomplished as planned and deviations be corrected.	1	2	3	4	5
OC 4	It is important for me to know how to identify people needed to create high profile teams.	1	2	3	4	5
LS 4	It is important for managers to make their subordinates aware of strongly held values, ideals, and aspirations which are commonly shared in the organization.	1	2	3	4	5
MC 4	I believe that a good job is one where it is always clear what is to be done and how it is to be done.	1	2	3	4	5

SA 5	It is important for my powers of intuition to be quite good when it comes to understanding others' emotions and motives.	1	2	3	4	5
SP 5	In planning my career, it is important that I communicate a positive attitude.	1	2	3	4	5
IS 5	It is important that managers be sure that employees are sensitive to coworkers and to be observant of overt expressions of sexism, racism, ageism, and more subtle biases within the work group.	1	2	3	4	5
PC 5	It is important that set goals be compared against the actual performance when evaluating performance.	1	2	3	4	5
OC 5	It is important for me to know how to design work for my team.	1	2	3	4	5
LS 5	It is important for managers to mobilize a collective sense of organizational mission.	1	2	3	4	5
MC 5	I think I would like to live in a foreign country for a while.	1	2	3	4	5
SA 6	It is important for me to have the ability to control the way I come across to people, depending on the impression I wish to give them.	1	2	3	4	5
SP 6	In planning my career, it is important that I perform in my present job instead of focusing on the job ahead.	1	2	3	4	5
IS 6	Managers can accept gifts from customers/suppliers in exchange for giving them business.	1	2	3	4	5
PC 6	It is important that I know how to creatively solve organizational problems.	1	2	3	4	5
OC 6	It is important for me to know how to modify the organizational culture.	1	2	3	4	5
LS 6	It is important for managers to work out agreements with their subordinates on what they will receive if they do what needs to be done.	1	2	3	4	5
MC 6	I believe that a person who leads an even, regular life in which few surprises or unexpected happenings arise really has a lot to be grateful for.	1	2	3	4	5

SA 7	It is important for me to work to gain more control over the events around me.	1	2	3	4	5
SP 7	In planning my career, it is important that I capitalize on luck and build on setbacks.	1	2	3	4	5
IS 7	Manager can use a company phone to make personal long distant calls.	1	2	3	4	5
PC 7	It is important that I be taught how to use my time efficiently.	1	2	3	4	5
OC 7	It is important for me to know how the selection process operates.	1	2	3	4	5
LS 7	It is important for managers to articulate a vision of future opportunities to their subordinates.	1	2	3	4	5
MC 7	I believe it is more fun to tackle a complicated problem than to solve a simple one.	1	2	3	4	5
SA 8	It is important for me to value educational reading, television, and self improvement programs.	1	2	3	4	5
SP 8	In planning my career, it is important that I develop networks.	1	2	3	4	5
IS 8	It is important to learn how to manage and deal with stress.	1	2	3	4	5
PC 8	A lack of conflict in the organization can make an organization static non responsive to the needs of change and innovation.	1	2	3	4	5
OC 8	It is important for me to know how to determine training gaps, and to put training plans in place.	1	2	3	4	5
LS 8	It is important for managers to talk optimistically to their subordinates about the future.	1	2	3	4	5
MC 8	I believe that, people who insist on a yes or no answer, just don't know how complicated things really are.	1	2	3	4	5
SA 9	I can tell if a person is lying to me at once from the person's manner of expression.	1	2	3	4	5
SP 9	In planning my career, it is important to find a mentor, and be a mentor myself.	1	2	3	4	5
IS 9	I believe that incompetent management is the largest cause of workplace stress for subordinates.	1	2	3	4	5

PC 9	It is important that I have skills to maintain an optimum level of conflict in my operational settings.	1	2	3	4	5
OC 9	It is important for me know how to develop a high profile team.	1	2	3	4	5
LS 9	It is important for managers to engage in words and deeds that enhance their image of competence.	1	2	3	4	5
MC 9	I believe that the sooner everyone acquires similar values and ideas, the better.	1	2	3	4	5
SA 10	Compared to my work colleagues, I can do most tasks very well.	1	2	3	4	5
SP 10	In planning my career, it is important to know that helping others achieve success is an important attribute of successful managers and professionals.	1	2	3	4	5
IS 10	It is important for one to effectively manage one's time in order to reduce stress.	1	2	3	4	5
PC 10	It is important that I have the skills to guide employees in productive problem solving efforts, to learn and profit from it.	1	2	3	4	5
OC 10	I think it is the duty of a manager to develop his/her subordinates.	1	2	3	4	5
LS 10	It is important for managers to instill pride in being associated with him or her.	1	2	3	4	5
MC 10	I believe that teachers or supervisors who hand out vague assignments give one a chance to show initiative and originality.	1	2	3	4	5

Section C.

Rate the importance of each skill to management competence on a scale of 1 to 5. 1
Being not so important and 5 being very important.

Skills	What the skill entail	Rating
1. Self-awareness skills	The ability to know your capabilities (strengths, weaknesses and areas for development).	**1 2 3 4 5**
2. Self-directed career planning	The ability to plan one's career and to execute that career plan.	**1 2 3 4 5**
3. Integrative skills	The ability for interpersonal communication, valuing diversity, develop ethical guidepost and manage time and stress.	**1 2 3 4 5**
4. Planning and controlling skills	The ability to plan and control, evaluate performance, creative problem solving and to manage conflict.	**1 2 3 4 5**
5. Organizing skills	The ability to design work, diagnose and modify organizational culture, select and develop people, and to create high profile teams.	**1 2 3 4 5**
6. Leading skills	The ability to build powerbase, motivate and direct members of the organization so that they contribute to the achievement of the goals of the organization.	**1 2 3 4 5**
7. Managing change skills	The ability to initiate and embrace change.	**1 2 3 4 5**

Thank you very much, and all of the best in your studies!!